

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Non-Public School - 12PV53

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☒ Choice
(Check all that apply, if any)

Name of Principal: Mrs. Sharon Fournier

Official School Name: Holy Family School

School Mailing Address: 3163 Kent Road
Stow, OH 44224-4421

County: Summit State School Code Number*: 057513

Telephone: (330) 688-3816 E-mail: fournier@holyfamilystow.org

Fax: (330) 688-3474 Web site/URL: www.holyfamilyschoolstow.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Miss Margaret Lyons Superintendent e-mail:
mlyons@dioceseofcleveland.org

District Name: Diocese of Cleveland District Phone: (216) 696-6525

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: N/A N/A

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12PV53

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12PV53

All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 4

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	20	33	53		6	19	32	51
K	22	27	49		7	33	25	58
1	35	25	60		8	23	18	41
2	19	23	42		9	0	0	0
3	36	17	53		10	0	0	0
4	28	33	61		11	0	0	0
5	28	33	61		12	0	0	0
Total in Applying School:								529

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
0 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
92 % White
5 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 0%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2010 until the end of the school year.	2
(2)	Number of students who transferred from the school after October 1, 2010 until the end of the school year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)].	2
(4)	Total number of students in the school as of October 1, 2010	539
(5)	Total transferred students in row (3) divided by total students in row (4).	0.00
(6)	Amount in row (5) multiplied by 100.	0

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 3%

Total number of students who qualify: 15

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 4%

Total number of students served: 20

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>16</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>21</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>5</u>	<u>6</u>
Paraprofessionals	<u>2</u>	<u>6</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>9</u>	<u>6</u>
Total number	<u>38</u>	<u>19</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 25:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	99%	99%	98%	97%	98%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

Since 1949, Holy Family School has been helping students reach their full potential through exemplary academic programs and daily activities reflective of Catholic traditions and values. As part of Holy Family School's mission and vision, faculty and staff support students' families as primary educators to teach children the Catholic faith (the love of Jesus), to teach the academic program (the love of learning) and to teach respect for life and others. Hence, the mission "Holy Family School, centered in our love for Jesus, our love for learning, our love for life, our love for others. We are One Family...One Goal, United in Christ." Holy Family School is committed to creating an environment for 21st century learning, preserving traditions and heritage, and advancing the highest standards of excellence in Catholic values, education and student development. The hard work of students and teachers is evident in the outstanding student performance on standardized test scores.

Serving Stow, Munroe Falls and surrounding communities, Holy Family School offers instruction for students in grades Pre K-8. The strength of Holy Family's program lies within its dedicated faculty and staff, who strive to give each child the personal attention and encouragement needed to succeed. From the early age of our preschoolers to the 8th grade graduates, students benefit from the dedication and ministry of teachers and staff members who share their time, talent and treasures.

Fully accredited by the Ohio Catholic School Accrediting Association, Holy Family School enriches its core curriculum with weekly instruction in Spanish, Visual and Performing Arts, Physical Education, Advanced Mathematics and Technology. Learning is enhanced with SMART Board technology with one unit in every classroom and a well-equipped library featuring more than 18,000 books, plus an array of DVDs, CDs and videos. Our music education program features a Yamaha Keyboard Laboratory, as well as several special event programs for parents and the parish community throughout the school year.

Holy Family School strives to meet the needs of all of its students. Students with special requirements, whether advanced or remedial, can participate in school and state-funded programming. Among the programs offered at the school is the *Think Tank*, which challenges gifted students with advanced instruction in problem solving, creative writing, critical thinking, literacy analysis and research. The school also offers tutoring, counseling, speech and language therapy programs.

A myriad of extracurricular, cultural and social activities, including speakers, field trips, S.H.O.P. (Students Helping Other People), Student Council, community outreach programs, and drug and alcohol education programs are available to help students learn to develop a global awareness of the community and world around them. They are also encouraged to participate in parish and school-sponsored activities, such as scouting, yearbook, band and choir, as well as video, art and cooking clubs.

When it comes to athletic activities, Holy Family students and parents have no problem showing their "Panther Pride." Students from kindergarten through 8th grade participate in the voluminous athletic program. From baseball to basketball and football, track, soccer and cheerleading, Holy Family offers a sports program to enrich nearly every student's interest.

Holy Family School actively engages the parents and guardians to work as partners with educators to ensure the highest level of achievement for students. Parental involvement and support is vital to the success of the school. As members of the Holy Family Parents' Club, parents are encouraged to participate in their child's educational experience through a variety of volunteer activities. Serving as library aides, lunch room/playground helpers, room parents, and fundraising chairpersons are a few ways to volunteer. Our Parents' Club is a valuable link between the families and the school.

Guided by tradition and focused on the future, Holy Family School is committed to providing students with a solid foundation for growth both spiritually and academically, which deems us worthy of Blue Ribbon status.

Holy Family School awards and accomplishments where participation enriches the school mission:

- Regional Competition of *Power of the Pen* – 2007, 2008 and 2011: Eighth Grade students advanced and placed in Regional competition;
- Summit County Prosecutor Art Contest winners – 2011: Posters are included in the 2012 Kid's Safety Calendar;
- Blanket Project for Children's Hospital – 2011;
- Summit County Teaching Team – 2011: Awarded to Fifth Grade Teacher;
- Akron General Visiting Nurse Service – 2010: Awarded Volunteer Group Service Recognition;
- Catholic Relief Services Certificate of Appreciation – 2010: Aide to victims of Haitian earthquake;
- 2010 - Walk-a-thon raised \$20,000 for Camp Quality;
- Participation in *One for Books* promotion to benefit Flor Azul Boys' School in Honduras and First Book Greater Akron since 2006;
- Spelling Bee – 2009: Students advanced to the Summit Count District Bee;
- Diocesan Vocation Essay winners in 2009;
- Fire Safety Contest winners since 2007;
- 12th in Akron Regional MathCounts Competition – 2006: Student advanced to State Competition in Columbus.

1. Assessment Results:

A. Performance Levels

In analyzing the achievement results of our students' performance on the Iowa Test of Basic Skills (ITBS) in the areas of English language arts and math, the expectation is that Holy Family students will perform at the 70th percentile in the category of National Student Norms. The other indicators utilized to determine student achievement and overall school performance are National Stanines of Average and the National School Norms. Typically, it is anticipated that students will score between the 5th and 7th stanines in the National Stanines of Average. Respectively, expectations are that Holy Family School will rank within the 90th percentile in the National School Norms. These indicators, along with the comparative results of the Cognitive Abilities Test (CogAT), provides significant information that guides the formulation of curriculum and programs, as well as delivery of instruction.

As noted in the data chart, students consistently perform at or above the qualifying scores for Blue Ribbon Recognition. While not every grade level is administered the CogATs and the ITBS annually, students are assessed in other formative and summative ways that provide data that assists in ensuring students' learning. The longitudinal collection of data from all areas of student performance directs decision making about curriculum, programs, instructional practices, and tutoring and text materials.

B. Performance Trends

Over the past five-year period, Holy Family School's Student Performance Trends demonstrate that students have performed consistently at and above expected levels in the areas of reading (English language arts) and math. In reviewing each grade level, consistent performance indicates a high level of instruction, an inclusive curriculum and little variation in developmental ability levels of each group of students.

One of the most important examinations conducted annually is to follow students' progress from year to year to ensure that students are achieving at anticipated levels. This examination results in regular conversations regarding student performance. With the implementation of professional learning communities at grade level, at grade band and with core content, and ensuring that teachers are delivering instruction rigorously, student performance has increased. For example, third-grade students scored at the 68th (English language arts) and 69th (math) percentile for the 2006-07 school year. Following those same students over the next five years, they scored at the 79th percentile in (English language arts) and 77th percentile in math. This example is indicative of the high standards expected of Holy Family School students.

Over the past three years, students (at all grade levels tested) have performed at the 70th percentile or higher with two exceptions. In both situations, these exceptions were noted in math scores. In the first exception, third-grade students (2008-09) scored in the 74th percentile, and as fourth-grade students (2009-10), they performed at the 64th percentile. As fifth-graders, these same students scored six (6) percentile points higher with a score ranking in the 70th percentile for the 2010-2011 school year. While the students seem to have made adequate gains between the fourth- and fifth-grade years, they scored ten (10) points lower between their third- and fourth-grade years. In reviewing these data, instruction in the area of computation hampered the students' performance. This issue has been addressed, and continued improvement is anticipated.

In the second exception, fifth-grade students scored in the 65th percentile in 2008-09, and subsequently scored in the 78th percentile in the 2009-10 school year and in the 77th percentile in the 2010-11 school year. In the previous three (3) years (2006-2009), this group of children had performed consistently within the 64th – 69th percentile. Recognizing a significant increase in the students' math scores in their 7th grade year (2010-11 school year), conversations were conducted regarding the curriculum, individual student performance and ability, text materials, and tutoring opportunities. While each one of these contributes to the students' performance, developmental abilities can make a significant impact on students' increased knowledge and mastery of skills.

Routine discussions and analysis of students' performance has focused attention on meeting the needs of students, specifically in math. Addressing achievement gaps at each grade level and for each group of students is an established procedure. Scrutinizing every aspect of student performance requires reflection and review of all areas that affect achievement. Changes to the curriculum, instructional practices and personnel have ensured opportunities for students to succeed and excel. Specifically, attention has been given to increasing instructional time, tutoring opportunities for students, students' utilization of technology, initiatives for home – school support, supplemental materials and manipulatives, as well as decreasing interruptions during instructional time.

2. Using Assessment Results:

Assessment for learning has helped to guide the teacher in meeting students' needs. The ITBS has been utilized as one piece of formative assessment which drives instruction. While the ITBS is a snapshot of performance, test results are gathered so that Holy Family students reach their potential.

The data collected is used individually, as well as at grade level and school-wide in the school improvement process. In the spring of 2007, administration opted to include all students in the annual testing program. However, due to fiscal limitations, in the 2010-2011 school year it was necessary to return to testing students in grades 1, 3, 5, 7, and 8.

Student performance on the ITBS is communicated to parents through individual student reports included in the students' final report cards. Parents use this information to help identify the strengths and weaknesses of the student. School scores are then aggregated and posted on the school's website in an effort to keep the community informed of the academic progress of Holy Family School students.

The data from the test results assists in allocating resources, aligning curriculum, determining professional development needs and adjusting instructional approaches and programs. For example, teachers and staff recognized a need to increase the students' problem solving skills. This need became one of the goals for Holy Family School's improvement plan. Even though the scores were within the 90th percentile overall, this subtest was an area that deemed worthy of improvement.

Achieving this goal required Holy Family School to provide professional development, redirect some tutoring resources, increase technology allocations, create common assessments that were aligned with the curriculum and state standards, and purchase additional materials. In addition to establishing these strategies, Holy Family School implemented an advanced math program (Algebra I) to ensure that differentiation included those students who mastered higher levels of math concepts. These efforts have impacted the students' desire to achieve.

Utilizing the ITBS test results as a means of determining Holy Family students' needs and instructional approaches has increased the school's desire to provide a quality Catholic education for every student and continues to guide Holy Family's school-wide examination of programs and instruction.

Specifically, as a result of test analysis, Holy Family School continues to participate in several diocesan initiatives to address gaps and overlaps within the curriculum. Curriculum Mapping has proved to be an

invaluable tool when determining areas of weakness within the curriculum. Periodically throughout the year, teachers meet to discuss the maps that have been created for each subject area. Teachers then identify those concepts from the diocesan curriculum that need to be inserted into each map. This ensures that students are being taught the concepts necessary to build upon each year.

Participation in professional learning communities within the school setting has strengthened teachers' ability to address the specific needs of the students. With the implementation of common planning periods, teachers meet to discuss various aspects of the programs being offered in each specific grade level. Time is also provided that allows for vertical grade level meetings. This helps to ensure that concepts taught are specific to each grade level and eliminates redundancies in teaching concepts that are not specific to that grade level curriculum.

The test results also aid in determining which professional development programs will be most beneficial to the teachers. The McREL Power Walkthrough tool has allowed administrators the opportunity to gather information in a classroom and analyze the data to determine what types of instructional strategies, levels of critical thinking and evidence of learning are utilized. Through analysis of data collected, it is evident that teachers rely heavily on the remember stage of Bloom's Taxonomy. Currently, teachers are participating in a book chat using a book entitled Assessing Higher Order Thinking Skills. The knowledge gained from these conversations will aid teachers in creating lessons that encourage students to think outside the box. When assessing students, teachers often rely upon student recall as a means of determining mastery of a concept. It is imperative that teachers afford students the opportunity to demonstrate higher level thinking skills through various types of activities. Holy Family School is committed to providing opportunities for all students to perform at higher levels of thinking.

3. Sharing Lessons Learned:

The Advancement Committee, comprised of faculty, staff and administration of Holy Family School, is responsible for overseeing the advancement of the school. Not only is this committee responsible for assisting with increasing enrollment and securing financial resources for the growth of the school, but the committee members serve as liaisons for the community. Committee members, faculty, staff and administration are encouraged to participate in community activities and events.

The Diocese of Cleveland provides several opportunities for principals to participate in professional learning communities as part of professional development. This initiative allows principals to share successes they have found to be advantageous in the work environment.

Over the past several years, faculty and staff have served as facilitators and leaders in diocesan initiatives as well. For example, two Holy Family teachers have become facilitators for the diocesan initiative of Curriculum Mapping. In addition to participating in and leading diocesan professional development, faculty and staff are involved in professional organizations, such as the Ohio Middle School Association. The entire team is committed to learning and sharing with each other, as well as their peers throughout the diocese.

Holy Family School has been highlighted in several local, diocesan and national newspapers for the implementation of programs focusing on service projects, SMART Board technology, cooking programs, Yamaha keyboard laboratory, and 2008 NCEA Principal of the Year. Students are locally recognized for their participation in Power of the Pen, MathCounts, Spelling Bee, as well as involvement in a multitude of area service projects.

The administration of the school has served on several Ohio Catholic Schools Accrediting Association external validation teams, hosted professional development initiatives, and mentored new and aspiring principals. The administration has initiated the implementation of the McREL Power Walkthrough

observation data collection program. Also, Holy Family School serves area colleges and universities as a site for student teachers and pre-service teachers.

Should Holy Family School be honored with the award of NCLB Blue Ribbon recognition, this distinction would be proudly and humbly shared with the parish and local community, as well as the diocesan community. Holy Family School would continue the work of sharing, learning and growing.

4. Engaging Families and Communities:

In the spring of each year, parents are provided a report of their child's performance. ITBS report summaries are provided to faculty in order to determine the overall effectiveness of programs and instruction. Once teachers have examined the class reports, conversations begin about adjustments, expectations and needs.

Before school begins, teachers review the ITBS test results from the previous year for the students in their class. This allows teachers to determine the needs of each student. Throughout the school year, teachers work with students to create individual goals. Students review their test results and use the information as they prepare for Student-Led Conferences.

Several years ago, the administration and faculty chose to redesign the traditional Parent-Teacher Conferences to include the students. Believing that students who take ownership of their learning achieve better than anticipated, teachers worked to increase students' awareness of their responsibility in their learning. Through the use of Student-Led Conferences, parents recognize that children are learning and meeting success.

In addition to changing the format of reporting students' achievement, Edline was implemented as a technological platform for reporting students' progress regularly. Rather than waiting for interim reports or annual standardized testing reports, both parents and students can access the students' "grade book" as frequently as desired.

Throughout the year, as part of the principal news within the monthly newsletter, parents are given a picture of the performance of the school. These reports highlight achievements from ITBS tests and accomplishments for the previous school year. Our current goal is to offer this report to the parish community and Holy Family alumnae.

When reporting achievements to stakeholders, it is necessary to include all achievements – honor roll and merit roll awardees, Spelling Bee winners, MathCounts participants, and Science Night awards. Since standardized tests only offer a snapshot of student achievement, these additional demonstrations of excellence are necessary in providing a more complete visual of students' success.

1. Curriculum:

Holy Family School offers a challenging and diverse curriculum designed to enable students to achieve academic excellence at all levels. Provided by the Diocese of Cleveland, the curriculum is based upon Ohio State Standards and aligned to National Standards.

The focus of the religion curriculum is organized into four strands: Message, Worship, Community, and Service. The school's mission is to teach the Catholic faith, participate in liturgical celebrations, provide faith experiences and prayer, embrace community as it relates to family, church, local and world settings, and live out the Catholic faith by caring for and helping others. Students attend weekly Mass and visit the Parish's Adoration Chapel.

The English language arts curriculum develops the skills of communication: reading, writing, speaking, listening, viewing, and researching. Development of these skills assists in making communications clear, convincing and meaningful, respectful of the receivers of the communication and sensitive to cultural contexts. Principles of language are taught through direct instruction, writing process models, and applied practice to develop precision, clarity, and correctness of expression.

Visual and performing arts play an important role in the total development of a child. They are integral to learning in all subject areas and can be a more natural language for expression. When students experiment with art forms and media, they learn by trial and error, and grow in their own self-confidence and positive self-esteem. Development of artistic skills is achieved through a variety of media including drawing, painting, and sculpting. Opportunities in music, choir, and band are offered to foster an appreciation for the arts.

The math curriculum provides students the opportunity to work with numbers, number sense and operations, measurement, geometry, patterns, data collection and analysis, and probability and statistics. Students are involved in activities that progress from concrete to more abstract levels of understanding and allow them to apply classroom learning to real-life mathematical problem-solving experiences.

The physical education and health curriculum helps students to acquire knowledge about movement and the development of skills through developmentally appropriate experiences. It provides a solid foundation for lifetime wellness. The program encourages thinking, self-discovery and developing a positive self-concept with regard to the body and physical activities. Emphasis is placed upon good nutrition, respect for self and others, good sportsmanship, education in drug awareness, conflict resolution and good decision-making skills.

The science curriculum is covered in the additional curriculum area section V. 4.

Social Studies is a multifaceted discipline, integrating the study of social sciences and humanities. The curriculum includes the integration of religious heritage across the content strands. The purpose of the social studies curriculum is to promote civic competence and responsible behaviors enabling students to actively participate in a democratic society.

An integral part of preparing students with core knowledge and skills for the future is the incorporation of technology into educational programs. Technology provides the framework for transforming teaching and learning. It is through exposure and experiences with integrated technology activities that student

achievement improves. Skills included in the technology curriculum focus on computer, information, and technological literacy.

Students in grades K-8 participate in a Spanish foreign language study program. Students in grades K-4 receive instruction once a week for 30 minutes. Students in grade 5 receive Spanish instruction twice a week for 30 minutes. Students in grades 6, 7 and 8 receive instruction for 40 minutes twice a week. Holy Family School is in compliance with the program's foreign language requirements. The course demonstrates appropriate outcomes in the four basic language skills of speaking, listening comprehension, reading, and writing. Students graduate from the program ready to take on the challenges of high school Spanish.

2. Reading/English:

2a. (Elementary Schools) Reading

Holy Family School strives to instill a love of reading as a key component to all content areas. To accomplish this goal, students are exposed to a reading program that is comprehensive, comprised of many sources, and will ensure the success of all learners. This, in conjunction with classroom libraries, provides students the opportunity to excel in all areas of reading.

In grades K-5, students use the Harcourt Trophies series, which is a research-based, developmental reading/language arts program. The program is designed so that teachers are able to individualize instruction to meet the needs of students who perform above and below grade level. Specifically, Harcourt Trophies includes explicit phonics instruction, direct reading instruction, guided reading strategies, phonemic awareness instruction, systematic intervention strategies, integrated language arts components and state-of-the-art assessment tools to ensure every student successfully learns to read. Within the program, students encounter a wide variety of literary genres and expository texts. Other genres include poetry, finger plays, folktales, myths, and narrative nonfiction. Teachers provide students with a multitude of activities throughout each lesson to further enhance the reading experience at Holy Family School. The middle school students use a complementary Prentice Hall Literature series, as well as whole class novels. Prentice Hall combines the timeless classics of literature with contemporary literature to create and cultivate a lifelong love of reading. Students at every level are able to succeed due to the innovative instructional practices used throughout the program.

In addition to the wonderful reading series provided, students have the opportunity to visit the school library on a weekly basis. This allows the students to explore the world of reading and choose from a vast array of books. Middle school students have an additional period in which they are able to combine reading skills with all aspects of language arts and technology. The librarian, working closely with classroom teachers and the fine arts teachers, develops integrated projects that cross all disciplines of the curriculum. Students have the opportunity to participate in a wide range of activities as they relate to reading/language arts throughout the year.

3. Mathematics:

The Mathematics curriculum at Holy Family School enables students to extend their minds and imaginations and involves not only numbers and their relationships, but also forms and shapes, including the collecting and displaying of information. The curriculum also incorporates patterns, functions, algebraic operations, geometry and spatial sense, measurement, data collection and analysis, as well as statistics and probability. It is designed to enable students to learn the content in the context of a focused and cohesive curriculum. As 21st century learners, students need to develop problem solving, reasoning and critical thinking skills.

Teachers use a variety of instructional strategies and methods to help students develop a deeper understanding of mathematical concepts and their applications. The curriculum emphasizes the importance of problem solving in today's society. Students are incrementally provided opportunities to practice and master the curriculum through various hands-on activities as they progress to abstract processing. Teachers integrate SMART Board technology to provide students a visual and tactile experience. Exercises in estimating, problem solving and critical thinking assist students in being able to move to the higher level thinking processes in the math curriculum.

Students are encouraged to use higher level thinking skills not only in math but in other curriculum areas. Writing and reading are two specific areas addressed within the mathematics curriculum. Students are taught to summarize story problems in their own words. They are encouraged to use the writing process to aid in solving story problems. Vocabulary is a key component of reading that is applied to our mathematics curriculum. Students are able to construct meaning based upon their comprehension of the terminology used throughout the curriculum.

In an effort to improve math proficiency, Holy Family School participates in Ohio Math League competitions, as well as MathCounts, a program designed to encourage higher level thinking skills and application of math knowledge. Student participation in Accelerated Math is an example of providing opportunities to master math concepts, as well as excel in this area. Holy Family School also offers a home and school connection to the mathematics curriculum through the use of a lending library of math resources. Parents are encouraged to borrow various instructional aides from the library to assist the student at home.

Eligible middle school students may be recommended to participate in Advanced Math Classes. These classes are offered in an effort to differentiate instruction to those students performing above grade level in mathematics.

4. Additional Curriculum Area:

Holy Family School's science curriculum is designed to give students a greater awareness of how science is integrated in their daily lives and its importance for survival. Science curriculum strands include scientific inquiry, earth and space sciences, life sciences, and physical sciences. Students participate in hands-on activities to gain a better understanding of the concepts being presented. Yearly participation in COSI on Wheels affords students the opportunity to experience science in action.

The approach to the science curriculum is interdisciplinary and incorporates other curriculum content areas. Teachers create activities and utilize resources that incorporate other academic disciplines into the science curriculum.

In grades K-5, students are exposed to various science concepts through the use of Science Skitt kits, as well as other instructional activities to enhance the curriculum. These kits follow the diocesan grade level requirements and help the students gain a deeper understanding of the concept being taught through hands-on activities. Fourth-graders participate in the Mad Scientist Club, where students work on an experiment and then demonstrate it during class. The students are evaluated on knowledge of the concept being demonstrated and not on the success of the experiment. Another experience specific to 4th grade is a program in which students follow the life cycle of a duckling. Duck eggs are incubated for 28 days then students observe the various stages of development. The data from observation is recorded in the students' duck journals, which are then collected and graded for the project.

Middle school students participate in various experiments with an emphasis on the scientific process. As part of the curriculum at Holy Family School, seventh- graders investigate the great variety of body plans and internal structures found in multi-cellular organisms. One way the students accomplish this is by

participating in a hands-on experiment of dissecting frogs. The funding for this authentic instruction is made possible through the generosity of the Holy Family Parents' Club.

Holy Family School is currently embarking on a major project to further enhance the science program. Thanks to the generosity of several donors, construction of a science lab has begun. Our teachers' primary goal is to provide students with the best possible educational experience. A science lab will expand teachers' ability to offer students a hands-on application of skills and concepts. This directly correlates to our mission "centered in our love for learning, our love for life."

5. Instructional Methods:

Teachers at Holy Family School employ a variety of instructional methodology. Committed to academic excellence, the faculty research and implement best practices. Throughout the year, teachers are encouraged to share teaching strategies that are proven to work in the classroom. This is accomplished through peer observations, as well as sharing a researched best practice article at faculty meetings.

There is not one "best" approach to instruction. Instructional methods at Holy Family School fall into two categories: teacher-centered and student-centered approaches. The method chosen often depends upon the needs of the students being taught. Oftentimes, teachers have varying levels of learners in the classroom. This requires them to employ a variety of teaching strategies. Whether it is utilizing cooperative groups, differentiated instruction, or discovery learning, students are provided with the opportunity to maximize growth achievement. Teachers at Holy Family School are committed to providing the most effective learning environment for each student. Differentiating instruction within the classroom has always been a key component to individualizing programs for students. It may mean giving directions again, providing extra time to complete a project, reducing the length of an assignment, or giving an alternate assignment to assess a skill. Students are given the opportunity to be successful in all content areas. In the area of reading, which is comprised of leveled texts, these selections offer familiar family words, including high frequency words and spelling words from the reading/language arts series. Assessing is another area of differentiation. If necessary, students may be assessed orally rather than with pencil and paper. Mastery of concepts and skills is primary.

Technology is an integral part of teaching and learning. SMART Boards in every classroom offer students and teachers the opportunities to enhance the learning process. Teachers are continually looking for new and innovative ways to incorporate technology in the classroom. Participation in state eTECH conferences has helped provide teachers with the tools to create successful learning experiences in technology.

Holy Family School faculty members are committed to the implementation of higher level thinking skills throughout their lessons. Curriculum mapping has helped teachers increase high standards of excellence. The maps have allowed teachers to organize thematic units to ensure that all graded course of study objectives, based upon the state and national standards, are being met. They have afforded teachers the opportunity to maximize learning by providing a visual "map" of the inclusion of critical thinking skills in all content areas.

6. Professional Development:

Research indicates that the greatest impact on student achievement can be made by providing teacher professional development that increases proficiency in teaching and instructional practices. The faculty and staff of Holy Family School are provided opportunities to continue their professional journey to become life-long learners. Visiting other schools, reading professional articles and books, attending conferences, sharing experiences with colleagues and participating in PLCs are a few ways that Holy Family teachers and staff demonstrate their commitment to their profession. Professional learning communities (PLCs) afford teachers and staff the opportunity to become true stakeholders in increasing

student achievement. Teachers have participated in an online professional development class enabling them to learn about PLCs and their importance. The premise of the class is to help teachers understand that by creating and sustaining professional learning communities, they are developing a support system to assist them in accurately identifying and meeting the ever-changing needs of each student. With the implementation of this program, there is evidence of a slight increase in student achievement. Once teachers began to focus their instructional practices/methods on best practices and analysis of assessments, it translated into increased student achievement. With the implementation of PLCs, Holy Family School teachers continue to evaluate student scores for improvement.

As an instructional leader, the administrator must provide teachers the opportunity to develop as professionals. One way that ensures achievement of this goal is the Principal's Professional Development Plan. This is a rubric developed by the principal to help guide teachers through the year professionally, and to encourage them to develop professional goals for the year. The school also provides release time (two professional days) so that the teachers have an allocated time to achieve these goals. One way to determine success of this plan is to review student test scores prior to the implementation of the Professional Development Plan.

7. School Leadership:

Holy Family School's principal ensures the successful implementation of the diocesan curriculum, faith formation and staff development. The principal is a member of all standing committees within the school and works with the school's finance and facilities groups, as well as other parish committees, including the Parish Staff lead by the Pastor.

It is the goal of the principal to provide the highest quality education possible, producing life-long learners and ensuring success in an ever-changing society. Programs are provided to enable students to be successful at all levels. Teachers must understand the needs of the students, and provide an environment that promotes learning. Evidence of this vision of learning is demonstrated in student work, professional practices, and the school culture. Highest priority to the principal is the implementation of the characteristics of an instructional leader.

The principal serves as an instructional leader by ensuring that personnel are highest-quality, offering on-going professional development and providing a collaborative environment focused on positively impacting student achievement. The principal serves as a visionary leader guided by the school's mission. The principal communicates the mission and vision of the school to all stakeholders. Sharing with the community accomplishments of the students and teachers is another way the principal demonstrates leadership.

The principal leads the faculty through the accreditation process for school improvement. Faculty meetings provide the forum. Activities such as mission statement evaluation, organizational effectiveness and Catholic identity surveys are a few of the steps that the principal guides the faculty through developing an action plan for the school.

The principal makes decisions based upon the question, "What is best for students?", while working in partnership with the teachers to ensure that Holy Family School exceeds expectations. New programs require teacher implementation and the principal ensures that teachers believe these programs will enable students to grow and learn. Extensive professional development in any area of concern is provided to a community of learners. By involving the teaching staff in these decisions, the principal ensures the success of new programs and initiatives which lead to school improvement.

Holy Family School provides a loving, supportive, Christ-centered environment responsive to the needs of the individual student. Holy Family School is committed to promoting the spiritual, academic, social, emotional and physical development of each and every student. Guided by the principal, the faculty and staff work tirelessly to ensure that these important elements are at the center of our mission.

PART VI - PRIVATE SCHOOL ADDENDUM

12PV53

1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2011-2012 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$3375</u>	<u>\$3375</u>	<u>\$3375</u>	<u>\$3375</u>	<u>\$3375</u>	<u>\$3375</u>
K	1st	2nd	3rd	4th	5th
<u>\$3375</u>	<u>\$3375</u>	<u>\$3375</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
6th	7th	8th	9th	10th	11th
<u>\$</u>	<u>\$</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$4384

5. What is the average financial aid per student? \$650

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
15%

7. What percentage of the student body receives scholarship assistance, including tuition reduction?
100%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Mathematics

Edition/Publication Year: C Publisher: Riverside Publishing Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Feb	Mar
SCHOOL SCORES					
Average Score	79	75	74	74	69
Number of students tested	61	63	66	77	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV53

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Iowa Test of Basic Skills

Edition/Publication Year: C Publisher: Riverside Publishing Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Feb	Mar
SCHOOL SCORES					
Average Score	81	79	77	77	68
Number of students tested	61	63	66	77	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV53

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: Iowa Test of Basic Skills
 Edition/Publication Year: C Publisher: Riverside Publishing Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Feb	Mar
SCHOOL SCORES					
Average Score	0	64	76	64	76
Number of students tested	0	57	73	60	60
Percent of total students tested	0	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Due to fiscal limitations, this grade level was not tested in 2010-2011.					

12PV53

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Iowa Test of Basic Skills

Edition/Publication Year: C Publisher: Riverside Publishing Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Feb	Mar
SCHOOL SCORES					
Average Score	0	73	77	66	73
Number of students tested	0	57	73	60	60
Percent of total students tested	0	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Due to fiscal limitations, this grade level was not tested in 2010-2011.					

12PV53

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Iowa Test of Basic Skills

Edition/Publication Year: C Publisher: Riverside Publishing Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Feb	Mar
SCHOOL SCORES					
Average Score	70	76	65	76	67
Number of students tested	52	68	60	57	85
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Iowa Test of Basic Skills

Edition/Publication Year: C Publisher: Riverside Publishing Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Feb	Mar
SCHOOL SCORES					
Average Score	75	79	71	72	70
Number of students tested	52	68	60	57	85
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV53

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: Iowa Test of Basic Skills
 Edition/Publication Year: C Publisher: Riverside Publishing Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Feb	Mar
SCHOOL SCORES					
Average Score	0	78	68	62	75
Number of students tested	0	50	59	82	73
Percent of total students tested	0	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Due to fiscal limitations, this grade level was not tested in 2010-2011.					

12PV53

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Iowa Test of Basic Skills

Edition/Publication Year: C Publisher: Riverside Publishing Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Feb	Mar
SCHOOL SCORES					
Average Score	0	77	73	69	77
Number of students tested	0	50	59	82	73
Percent of total students tested	0	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Due to fiscal limitations, this grade level was not tested in 2010-2011.					

12PV53

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Iowa Test of Basic Skills

Edition/Publication Year: C Publisher: Riverside Publishing Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Feb	Mar
SCHOOL SCORES					
Average Score	77	82	78	81	79
Number of students tested	43	58	70	68	77
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV53

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Iowa Test of Basic Skills

Edition/Publication Year: C Publisher: Riverside Publishing Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Feb	Mar
SCHOOL SCORES					
Average Score	80	80	76	81	78
Number of students tested	43	58	70	68	77
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV53

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics Grade: 8 Test: Iowa Test of Basic Skills
 Edition/Publication Year: C Publisher: Riverside Publishing Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Feb	Mar
SCHOOL SCORES					
Average Score	79	79	83	81	81
Number of students tested	56	66	71	75	69
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV53

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: Iowa Test of Basic Skills

Edition/Publication Year: C Publisher: Riverside Publishing Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Feb	Mar
SCHOOL SCORES					
Average Score	76	72	81	79	82
Number of students tested	56	66	71	75	69
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV53